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THE ATTLEBORO WORKPLACE EDUCATION CENTER

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Robert V. Antonucci
Commissioner

September, 1993

I am pleased to present this publication developed through our Massachusetts Workplace Education Initiative. This publication is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through our Department's Workplace Literacy Program.

These resources are the result of our commitment to strengthening the capacity, knowledge base, and quality of the field and to provide much-needed and long-awaited information on highly-innovative and replicable practices. These resources also complement the curriculum framework of staff training and development initiatives that were successfully developed and piloted in conjunction with the field during the past fiscal year and represent an oustanding example of the Department's theme: " Working Together for Better Results."

Each of these publications was written by trainers and workshop presenters who have participated in the training of new workplace education staff. All publications provide invaluable information on important aspects of workplace education programming. All documents begin with an overview of the field or current-state-of-the-art section as it relates to the topic at hand. Then, they move into the practitioner's experience. Next, the training plan of presenters is discussed. Each publication ends with a list of resources.

We are confident that with this series of publications we have begun an exciting but challenging journey that will further support workplaces in their progression towards becoming high-performance work organizations.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commisioner of Education

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WORKPLACE EDUCATION RESOURCE SERIES:

Workplace Education Mentoring PIlot Project Final Report
17419-82-150-9/93-DOE

Workplace Education Sample Evaluation Report
17420-30-150-9/93-DOE

Workplace Education Mini-Course Pilot Project Final Report
17421-44-150-9/93-DOE

Transforming the Training Manual into a Learning Experience
17422-19-150-9/93-DOE

Math in the Workplace
17423-20-150-9/93-DOE

Learning Differently in Adult Education: Development of a Learning Disabilities Component At Hampden Papers, Inc.
17424-43-150-9/93-DOE

The Role of Counseling in Workplace Education:
Educational and Career Counseling at New England Medical Center
17425-66-150-9/93-DOE

September 15, 1993

The Attleboro Workplace Education Program

The story of setting up a collaborative workplace education program.

by Jane Brown

INTRODUCTION

On January 19, 1993 the Attleboro Workplace Education Center had its official opening hosted by the Attleboro Chamber of Commerce. Governor Weld and the area Representative sent letters of congratulations, the Mayor of Attleboro declared the Center open, the President of Bristol Community College praised the companies' effort and representatives of the Department of Education (MA) declared their backing for collaborative partnerships such as that at AWEC. The occasion was, perhaps, best summed up by Tricia Keane, the Training Manager at Jostens which had been the first company to reach out for workplace education. "Today," she said, in a thankyou letter to BCC, " I saw my dreams come true."

What is the Attleboro Workplace Education Program? How did it begin? How did it develop? Will it be a success?

WHAT IS THE ATTLEBORO WORKPLACE EDUCATION PROGRAM?

The Attleboro Workplace Education Program is a partnership between four companies (General Metal Finishing, Jostens, the Robbins Company and Sternleach) and Bristol Community College. Its primary goal is to provide its workforce with education which will improve the quality of their lives and the quality of their work on the floor. It is housed in a corporate office building in the Attleboro Industrial Park. English-as-a-Second-Language and Adult Basic and Secondary Education classes meet in the center from Monday to Thursday of each week.

HOW DID IT BEGIN?

In 1991, Jostens (a branch of a Fortune 500 company which manufactures class rings in the Attleboro Industrial Park) decided that if they were to remain competitive, it was time for major changes in their manufacturing process. They planned to introduce cells, build up teamwork and work towards TQM. The workforce, used to traditional manufacturing processes, was overwhelmed. The training manager asked Bristol Community College for help. The college held classes in ESL and in ASE and Jostens noted the changes in the members of the workforce who had taken classes. The company was impressed by the increased confidence of the workers and their improved communication skills and pleased with the surge of interest in education in the plant. It was also considering more major changes in production. Its workforce was about to double; each worker's responsibilities to increase.

The training manager was company committed but also community minded and was convinced that these two beliefs were not incompatible. Jostens and BCC staff discussed

ways in which other companies might have access to the program and applied for a JTPA grant. The proposal outlined Jostens' educational needs but also stated that the company would encourage other companies in the Attleboro Industrial Park to share in the program.

It took some time for the proposal to be accepted, partly because the partners had asked for the purchase of two computers which would access NovaNET and assist with training. When approval came through in April 1992, there were only thirteen weeks left before Jostens' shutdown and total reorganization of the floor.
BCC staff met with management and with supervisors to discuss goals and curriculum. BCC asked that they bring samples of any reading,writing or math needed on the floor and that they complete some questionaires to give us guidelines.
***ATTACHMENT I Ex of questionaire for supervisors**

[Looking back...i]

BCC staff made 'teach the teacher'visits to the plant and built up some understanding and photographs of the work flow.
BCC staff then began recruitment.
Some suggestions for recruitment are:
1. Articles in company newsletter or newsheet.
2. Posters.Start two weeks before sign up and orientation time, change and build up interest. Best are photos and quotes from former students.
3. P/A system (skits--something like Garrison Keeler's non-fund raising for public radio if you're creative) or announcements or ex-students talking.
4. Information about proposed program on pay checks
5. Instructors become familiar figures in plant, watching jobs, asking and answering questions, finally handing out flyers etc
6. Display/Question/Answer table of books, information, video manned by a member of the educational team and former student. This is probably best set up in the cafeteria although its a good idea to have some time in a private office for questions from prospective but shy participants. Give out "non-commitment sheets" -- give people time to think it over
*** ATTACHMENT II-Non commitment sign up sheets.**
7. Former students wear badges..."Ask me about..."
8. Orientation/question /answer meetings
i If the team had the opportunity to do this again, it would ask for initial meetings to include representatives from the floor as well as management and supervisors. We would form a planning and evaluation team. We think this the ideal start up. This sort of commitment however is not always possible, and, with more traditional companies, may hamper the workforce's chances of education.

BCC has built up a generic profile sheet for ESL testing and basic math testing which we customize for each plant. If we are testing reading we like to use examples from around the plant that we have gathered from the company and assessed the reading level.
ATTACHMENT III (ESL profile), IV (ex. of a customized reading test) and V (ex. of a customized math test.)

While this testing was being carried out at Jostens, Jostens and BCC sent out a letter to all the other companies in the Industrial Park. We explained what we were doing, we invited them to call and ask questions and we asked them to join us. The majority of the seven companies were not interested but two - GMF and its sister company Brainin- responded immediately. Both were "traditional methods " companies but both were interested. We followed the same formula for setting up workplace education in companies as we used at Jostens; we set up classes, identified student goals and we began.
(Looking back...ii)
ATTACHMENT VI Ex. of Student Goals Sheet. Acknowledgement and thanks to Marilyn Gillespie (see bibliography)

ii After testing we now always try to organize one-on-one meetings between instructor and potential student. Instructor and student find this meeting invaluable. Each gets to know the other a little, if the student has fears he can be reassured and each has time to discuss goals and needed skills.
After the meeting, we think that it is necessary to allow at least three weeks to elapse before classes begin. It is true that momentum and enthusiasm has been built up and that there is some danger that this will die down. This should not happen if the plant and the prospective students are aware that a lot of preparation is taking place. This is the time when instructors are revisiting the plant and making themselves familiar with the manufacturing processes and the skills needed on the job. They are collecting further examples of the reading, writing and math necessary for the workplace and are rebuilding curriculum and the first sample of their lesson sequence plans. They are assessing commercial products available and ordering those which will be helpful so that they will be in place for their first lessons. We do not think that the numbers of excellent commercial products available should be dismissed. Ideally one would write ones own materials, use personal and meaningful photos and illustrations.When prep time is limited one thankfully remembers that imaginative and experienced instructors have written commercial products; students warm to a glossy book of their own. Commercial books, reference books and personal materials developed by teacher and students for themselves should all be part of the workplace education program.

Classes were held in the cafeteria at Jostens. We were all worried about the limited amount of time available for instructional time because of belated grant approval and the eleven weeks to summer shutdown.
Jostens organized a certain amount of publicity (refer back of page) and Jostens was right. The Personnel Administrator from the Robbins Company, not one of the companies from inside the Park but one situated some few miles away, read the newspaper report and called up. Members of the Robbins workforce joined the classes.

Belatedly--we were still drawing breath--training and personnel managers and educators formed the nucleus of our advisory board.
(Looking back...iii)
Classes began and--it seemed-- almost immediately had to stop for the summer shutdown, to begin again for another seven week bite before the end of the grant. Our nucleus Advisory Board talked and planned. We were enthusiastic. Ideas flew. All Attleboro companies would be involved. We'd have a collaborative Attleboro Workplace Education Program--we'd reach out further. Who could resist what we were offering? We sent out more letters to other companies signed by all the CEOs of our four. "Come to classes and see for yourselves," we said. "Talk to any of us about it--we can do great things for all our workforces. Thud. Responses varied from:
" We have really no need of Workplace Education but if you must, send us more information about it," to the more frigid: "_____ Company" has no interest in providing its workforce with education programs.
Classes finished, teachers and students assessed their accomplishments and completed their evaluations, supervisors made their evaluations and we filled out final reports.
ATTACHMENTS VI-ex. of Student Pre-post, VII-ex. of company Pre-Post (no individual academic results to be given to company)

iii We made a mistake. We should have set up a complete Advisory Board. Our ideas were good but we were small guns. If we'd called in the Chamber of Commerce and other local organizations here, we might have made more impact. AWEC now believes that a full Advisory Board should be formed as soon as possible and should include members from companies [workers/students & management], the R.E.B., education (including representatives from D.O.E.) and outside services such as Chamber of Commerce or City Hall. The Advisory Board should elect officers and follow formal meeting procedures.

HOW DID IT DEVELOP?

The Advisory Board (still the training and personnel representatives from our companies and educators) applied for a grant from the JTPA 8% Education Coordination Grant and looked for another site for classes. Jostens had doubled their workforce; their cafeteria was used for meetings and training sessions. They had generously agreed to allow workers from other competing factories to enter the plant but their strict security system had made this an extra load on their security people plus intimidating some of the outside students.
Then we had a break through. A sister company of one of the partnership expressed interest in joining the program. Its parent company had vacant premises in the Industrial Park which had been on sale for four years. There was a chance that we might be permitted to use it while it remained on the market.

One might have thought that AWEC'S problems were over. But they weren't. The partnership had hoped to have received information on whether or not the JTPA 8% Education Grant had been approved in September. We did not. Negotiations over the use of the building were carried out privately between G.M.F. and its sister company. No final decision came. As the year moved into October, the partnership decided that it would look optimistically at the chances of grant and building and we held our usual beginnings. Posters, meeting, flyers, display/QA tables, sign up sheets in five companies. The need and the enthusiasm was there. One company, however, did not want to allow any company time for classes; the others had agreed to release workers on half company and half personal time. This company dropped out. Another company had all its workers on maximum overtime schedules; no students could be interviewed or any class scheduled until the last weeks of January, 1993.
The year moved into November. AWEC heard unofficially that the proposal was approved. Negotiations for the building continued.

Understandably, experienced instructors who had hoped to begin classes at AWEC in September could not wait in the uncertain expectation of classes and salaries. They applied for, and got, other jobs. Workers who had got excited about classes in October were starting to wonder what the fuss had all been about.
Coincidentally, on November 30th 1992 AWEC received both official approval of the grant and permission to use the building for classes. With holidays and shutdowns December was not the month to begin classes. We had from the third week in January until June 30th to hold classes that could fit into all companies' time frames.

We accepted the fact that we had a group of workers that might be in any class, that the sign up sheets from all the plants kept altering and went ahead and planned a gala opening. We had the opening which everyone enjoyed and then had two nights when we tried to hold beginning classes and interviews with new sign ups and those who had not been assessed.
(Looking back. . . iv)

Three weeks after we started classes we took part in the MCET video on Workplace Education.
(Looking back. . .v)

AWEC continued to develop and the partnership grew in strength. The Advisory Board expanded to become a real Advisory Board.We benefitted from ideas from student members, the community members and honorary DOE members.We made decisions and found that some were wrong. We tried other alternatives.We found solutions We made mistakes.

iv. We don't know how this can be overcome with a one year grant. Under a three year grant one can expect to be allowed a reasonable start up period of three or four months when instructors could be paid for a reasonable preparation period--especially for collaborative learning programs. We had hoped to have two learning cycles but factories close at the end of June and this grant finished in September, so we decided to start up at the end of January and hold one session of 22 weeks. I would not do this again. Next time we would give each plant a maximum number of students who could be entered. We would not begin classes until everyone had been assessed and had had time to talk and set goals with his probable instructor. Although there would still be a start up period where students and instructors could decide that another class best suited some students needs we would have a more structured beginning. Adults are already timid about embarking on "education" and although we believe in flexible team and individual work in classes, we think that initial classes should be highly organized and reassuringly efficient.

v.Don't do anything of this sort until your program is firmly established. While students enjoyed it, we frightened away several.

.

We lost students who went on overtime and decided that they could not afford to lose the hour's pay, others who could not organize the transportation or child care. *(Looking Back. . .vi)*

But students,instructors and supervisors were working closely together re-evaluating and refining. And the classes had begun to work together as teams: their confidence in themselves was growing; their skills were strengthening.

We had a party at the Attleboro Workplace Center to honor all the students. One of the student speakers made a speech in which he said. " I am fifty three years old and I always intended to get more education. I left school before I graduated. I had several jobs, went into the service and then I started in maintenance in my company. The years went on. I still had the idea in the back of my mind that one day I would do it. But I was not so sure any more. And when this chance came up, I can tell you that I was nervous. I think we all were. We were all from different companies, we were different ages, we were different. I thought what am I doing? But you know one of the best things that happened? We started to help each other. We got to be a group. We asked each other for help and we give it. We started to care about how everyone was doing. Our teachers were great and our group was great. And I can't tell you this. My company's done this for me and if there's any time that I can give it back to my company - with some extra of my time, with a bit more effort - well I'll do it. And something else. I know guys who are holding back. Well I'm going to get onto them. If I can do it - they can."

ATTACHMENT IX & X Ex. Evaluations

ATTACHMENT XI Bibliography

WILL AWEC BE A SUCCESS?

Fiscal Year 1993 is over and we are planning FY '94.The partners in AWEC have learned some necessary lessons and have made resolutions for the new educational year. AWEC believes it will succeed. All partners are committed to ongoing education for a quality workforce and all partners believe that Attleboro itself will benefit if other companies share in this educational opportunity.

vi.Next time with our limited numbers allowed we shall have waiting lists for the classes and each prospective student will be asked to consider his commitment before he signs up.

ATTACHMENT II

To Everyone at *Company Name*:

Would you take the time to fill out this questionnaire?

This is NOT a commitment on your part.

This is just to help your company and BCC to find out where your interests lie. Now that American companies are becoming more technological, and the work process is becoming more sophisticated, we hope that we may offer you workshops and classes to improve your skills.

Please give this back to *name* at the BCC table OR give it to your supervisor.
Remember — this is not a commitment.
This tells us how we may best plan to help you.

Thank you.

B.C.C. SIGN UP SHEETS. SUBJECT:_____

Name of company(ies)

NAME	COMPANY & DEPT	SHIFT	DAY PREFERRED FOR CLASSES

WHAT ARE YOU MOST INTERESTED IN?

Tell us:

Check a box or add your own interest.

- ☐ I want to learn to speak/read/write more English.
- ☐ I want to improve my math.
- ☐ I want to improve my reading/writing.
- ☐ I want to improve my reading/writing /math and prepare for my GED.

Now add any subjects that you are interested in that are not on the list.

I want to _____

Company name and BCC want to help you reach your goals. We are planning a first set of workshops and classes here in your company, and we would like to include you in them. Bristol Community College will introduce you to instructors who will work with you and materials that will best meet your needs.

Name: _____

Company:_____ Department:_____ Shift: _____

(Forgive us our mistakes. Your Portuguese is great and ours is poor.)

Marque os que aplicam a si:

- ☐ Quero aprender a falar mais ingles.
- ☐ Quero melhorar a matematica.
- ☐ Quero preparas para o GED.

Escreva outros assunto que gostaria de aprender:

_____

Name: _____

Company:_____ Departmento:_____ Shift: _____

ATTACHMENT III

Student Profile Sheet.

Suggestions for Instructors.

The difficulty is, of course, that time tends to be limited to half an hour and sometimes strictly limited. This makes it rather stressful in the case of the more advanced students who should have ten minutes (at least) for writing and five to ten minutes for reading.

1. Keep relaxed. The first part is probably the most important so that the student is comfortable about talking with you. Change focus any time if you think that it's distressing or embarrassing. You can return or make it all impromptu and make an assessment.

2. If you need to help the student fill in his sign-up sheet, try to behave as if you fill in everybody's. (I know this is a pretty foolish suggestion.)

3. Do reading and writing when you've finished talking (although some instructors find it easiest to start with the fill-in sheet that starts off the writing section). This is at your discretion. If the student can't read or write, you may want to do a short reading aloud and ask some yes/no questions.

4. Tell students who can read to flip through and choose the passage they feel happiest with—passages are in order of difficulty .

5. Writing could be a carry-on from their telling you about their first day in or first impressions of the U.S. If they are not happy with that, fall back on "the perfect life" or describe a first or youngest daughter/son. **If they say they can't write at all in English, or are faltering badly, but have told you that they can write in their own language, have them write a paragraph in their own language.**

6. Reading the newspaper is more time consuming but it's useful if there's time.

Can you write any suggestions you have for improvements to/changes in this and let me have your ideas?

Thanks.

STUDENT PROFILE SHEET/GENERIC FORM/or CUSTOMIZED FOR ***COMPANY NAME***

STUDENT'S NAME: _____ SS# _____ *(if possible)*

DATE/PLACE TESTED:_____ BY: _____

CLASS REC.(at end of testing):_____

COMMENTS:

EDUCATIONAL BACKGROUND OF STUDENT:

LITERATE IN OWN LANGUAGE?

YES NO

WHY DOES HE/SHE WANT TO STUDY ENGLISH?

ORAL PLACEMENT SCORE LEVEL: ____
ATTACHED:(please check if applicable)
SIGN UP SHEET: ___

		TEST LEVEL/Comments
WRITING TEST:	___	_____
		_____
READING TEST:	___	_____
		_____
GRAMMAR TEST:	___	_____
		_____

SCORING:

1 = didn't understand at all although repeated twice.

2 = understood on 2nd repetition and answered with hesitation.

3 = understood but answered hesitantly or inaccurately or ungrammatically.

4 = understood—answered with confidence but non-native speaker; structures or accent difficult to understand.

5 = understood and answered as if an American or native speaker.

Line underneath 1 2 3 4 5 is for notes on obvious problems (i.e. *leaves out articles, no auxiliary verbs, no past tense*—or scribble example of common error.)

LEVEL A 1

I. RELAXING—No notes—put students at ease. Notes can be made when students are looking at photos (show them one or two even if they have not completed Level A1) or at end of interview.

Questions	Possible Response	Score/Actual Response &/or comment
1. Hello. Please sit down. How are you?	*Hello. Fine thanks. And you? (etc.)*	1 2 3 4 5 _____
2. My name is _____ What's your name?	*It's* _____	1 2 3 4 5 _____
3. I work for Bristol Community College. You know that Company Name and Bristol Community College hope to start a class to help people with English. (Chat a bit here until student looks comfortable) I want to talk to you and see what you want from classes and what we can do to work together to help you)		
I'm a teacher What's your job?	*I'm a* _____ *I work in* _____	1 2 3 4 5 _____
4. What do you do on the job? OR What does a _____ do?	*I* _____ *and* _____ *A* _____ *and* _____	1 2 3 4 5 _____
5. Do you like your job?	*Yes./Yes, I do No. No, I don't*	1 2 3 4 5 _____
6. Why do/don't you like it?	*Because* _____ *It's* _____	1 2 3 4 5 _____
7. What time do you start work?	*At* _____ *I start at* _____	1 2 3 4 5 _____
8. Who's your supervisor?	*It's* _____ *She's/He's* _____	1 2 3 4 5 _____
9. Where are you from?	*I'm from* _____ *From* _____	1 2 3 4 5 _____
10. How long have you been in America?	*Since* _____ *For* _____	1 2 3 4 5 _____

STOP HERE IF STUDENT IS HAVING PROBLEMS. Chat a little reassuringly—CHANGE THE FOCUS—If possible, bring out newspaper in student's tongue—apologize that you can't speak his/her language. ASK if he/she can read it to you. ASK what it means in English (if student cannot read own language, REASSURE.) DECIDE if he/she needs help to fill in sign up sheet & if you want him to try Grammar/Reading/Writing. IF NOT, thank student, say how much you've enjoyed talking to him/her and that you hope to see him/her again soon.

Level A 2
HERE YOU COULD START TO RECORD A LITTLE IF STUDENT IS RELAXED AND CAN STILL CONTINUE. THERE NEED BE NO REAL BREAK BETWEEN THIS AND A1 EXCEPT THAT YOU COULD PICK UP A PEN.

11. How many hours do you work every day?
Eight
I work eight.

1 2 3 4 5
_____

12. Where do you live?
(In) _____
I live in ___ ___

1 2 3 4 5
_____

13. Can you drive a car? *Yes. Yes , I can.*
No. No, I can't

1 2 3 4 5
_____

14. (If yes) Do you drive to work?
Yes or Yes, I do
(If no) How do you come to work?
With my friend, by bus etc.

1 2 3 4 5
_____

15. How long does it take you? *It takes (me)*_____
_____ *hours*
About _____

1 2 3 4 5
_____

16. Do you have to work on Saturdays?
Yes . / Yes, I do
No./ No, I don't
Sometimes

1 2 3 4 5
_____

17. (If no) What are you going to do this Saturday?
I'm going to _____
I'll _____

1 2 3 4 5
_____

(If yes) What are you going to do when you finish work?
I'm going to _____
I'll _____

_____
_____

(If sometimes) Are you going to work this Saturday?
(then back to if yes/if no question)

STOP HERE IF STUDENT IS HAVING PROBLEMS. Chat a little reassuringly—CHANGE THE FOCUS—If possible, bring out newspaper in student's tongue. Apologize that you can't speak his/her language. ASK if he/she can read it to you. ASK what it means in English (if student cannot read own language, REASSURE.) DECIDE if he/she needs help to fill in sign-up sheet & if you want him to try Grammar/Reading/Writing. IF NOT, thank student, say how much you've enjoyed talking to him/her and that you hope to see him/her again soon.

Level B 1 (Photos attached)

We took some photos around some plants. I'd like to show them to you
Most of the photos are at company name. Maybe you can tell me something about them.

Look at Picture 1.

18. This is a sign for a company here. Is it your company? 1 2 3 4 5

Yes, it is.
No, it isn't. _____

Look at Picture 2.

19. This is someone who works in your/this company.
Do you know her? 1 2 3 4 5
(No), I don't
I don't know her _____
(Yes), I do. it's _____

Look at Picture 3.

20. What's this? 1 2 3 4 5
It looks like the place you clock / punch in _____

21. What time is it? *3 o'clock* 1 2 3 4 5

_____

Look at Picture 4.

22. What's she doing now? 1 2 3 4 5
She's _____
She's clock/punching in. _____

23. Do you clock/punch in every morning? 1 2 3 4 5
Yes, I do
No, I don't _____

Look at Picture 5.

24. What's she doing now? 1 2 3 4 5
He/she's _____
eating lunch/talking/ taking a break etc. _____

Level B2 Try to make this section more like a discussion and elicit longer answers.

25. Most Americans call people up. They don't like to write so much. I don't write a lot of letters but I call people all the time. Chat a little about who you both call most, how you call your family, does student call home/ international costs etc.) **(CAREFUL–if student is a refugee, or from politically sensitive area, don't bring in international calls.)**
Make an overall assessment. 1 2 3 4 5

26. Can you make calls out from <u>Company name</u>? 1 2 3 4 5
Yes you/we can
No, you/we can't

27. How do you make outside calls? 1 2 3 4 5
You use...etc

28. This photo was taken a month ago.
What did _____ do a month ago? 1 2 3 4 5
She made a phone call

29. Did she call from home? 1 2 3 4 5
No, she didn't

30. Where did she call from? 1 2 3 4 5
She called from....
A pay phone

31. How do you call from a pay phone? 1 2 3 4 5
You place a dime/a quarter.....

Level C 1
May I ask you some questions about yourself and your country?

32. You said you came from _____.
Why did you come? 1 2 3 4 5

33. When did you leave? 1 2 3 4 5

34. Did you come by yourself? 1 2 3 4 5

35. Were you frightened? 1 2 3 4 5

36. (Talk a bit here- I remember when I etc.)
Can you remember the day you arrived? Tell me about it. 1 2 3 4 5
(This could be the warm up for the writing topic)

37. Have you ever been back? (Be tactful if student is a refugee.) 1 2 3 4 5

38. Why? Why not? (If student is a refugee, try Would you like to some day? Or drop it.) 1 2 3 4 5

Level C 2

39. Have you always worked at _____? 1 2 3 4 5
Yes, I have
No, I haven't
(If yes)
How long have you worked here? 1 2 3 4 5
For _____
Since _____
(If no)
Where did you use to work? 1 2 3 4 5
At _____
I used to work at _____
Where's that? 1 2 3 4 5
(directions)

40. If you could choose the perfect life, what would you choose? (could be writing sample if first impressions of U.S. a bit hazy) 1 2 3 4 5

A SMALL LITERACY TEST — INSERT WHERE NECESSARY.

1. I bought a newspaper but I can't read any of it.
Would you read this section for me?

Reads

1. Readily with no embarrassment
2. Moderately readily—some hesitation
3. Jerkily/bothered
4. Can't

2. What does it mean?

1. No problem
2. A little hesitant
3. Very hesitant

Pictures in English.

1. No Problem
2. Worried by _____
3. Couldn't

1

2

3

phone

ATTACHMENT IV

Texas Instruments Reading Test

February 1993 **Examined by** _____

STUDENT'S NAME: _____ TI NO: _____

DEPARTMENT: _____ SHIFT: _____

PLEASE CHECK:

PRIMARILY INTERESTED IN:

READING ____ READING GRADE _____

ESL ____ REC. ESL CLASS _____

EDUCATIONAL BACKGROUND (if student doesn't mind telling)

Comments on reading ability and difficulties:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

To: All instructors testing TI Reading Assessmnet
From: Jane Brown
Re: Suggestions for TI Testing Reading Program
Date: 2.14.93.

Attachments:
1.Copy of Reading Test
2.Copy of ESL Test
3.Copy of Names and Results List
4.Copy of Schedule (Collector of tests marked with a *)

---

1. When you arrive at your Building there will be(hopefully) someone to let you in and one group member *) with an armful of tests.

2. I hope to also have a list of those about to be tested with the person marked *

3. Those should be tested should arrive in groups on the 3/4 hour. Tests could last from 10 minutes to 3/4 hour so no-one will be assigned to particular teachers. Just take who's waiting each time you're finished and write names and numbers on attached list 4. Before each student comes in arrange new setof tests in grade order in folder so they don't flap about.(I hope all the sets are in order when you get them)

4. As Tiers come in, introduce yourself and chat for a minute. Establish whether or not they're interested in reading or ESL.Both will do reading test but if they're ESL candidates you will need to give them the ESL Profile test as well.

5. Make interviewees feel at ease. Tell them that you have some bits of reading for them that have been taken from places around TI. Tell them that TI is trying to help ways in which employees can be helped to improve their skills to deal with all the changes that are taking place in the company. Tell them that their scores are between BCC and themselves--that the company will not be told them .Tell them that classes will be set up to improve skills--not immediately because it takes a little time to do this-- but in April. Tell them that you will tell them the Grade level of the passage that they have chosen and how they have done as soon as they have completed the reading. Complete prelims on student cover sheet and your list

6. Show employees that you have this folder of readings about things that happen around TI. Tell them that they should look through it--it begins with the easiest and finishes with the more difficult readings. Assure them that it's not a big deal which one they decide upon doing. They should just choose whatever seems comfortable to them.

7. Let interviewee choose a passage he/she feels comfortable with. Tell him/her to read it silently to himself and that you will then have him/her read some of it aloud. (depending on confidence you may decide on some or all)

8. When interviewee is ready, have him read some/all aloud. Make notes of difficulties(ie falters on dipthongs, long short vowels etc)

9. When you have heard as much as enables you to make an assessment, thank the interviewee and ask him/her to read it again to himself and answer the questions. * If the interviewee has read extremely readily , it may be that he or she has underestimated himself. You could ask him/her to try the next grade level up.

10. When he/she is finished thank him/her and tell him/her how much you've enjoyed meeting him/her. Tell him/her the grade level he/she's read and if it's under fifth grade tell him/her that there's a good chance that he/she may be eligible for a reading class. Check the covering sheet if person really interested in classes.Tell him/her that these will be set up about the end of March and should start in April. Reassure again that this is to help with work at TI and is to prepare them for more sophisticated jobs--not to give them a mark on company records.

11. If the interviewee is an ESL person , ask them if you could talk to them awhile longer and administer the ESL Profile test.

12. Complete assessment, clip the test done by the student to his/her cover sheet and fill in names and results sheet before asking the next interviewee to come in.

13. At the end of the session pass your results and left over tests to the instructor marked * on your schedule. If you are interviewing again keep extra copies.

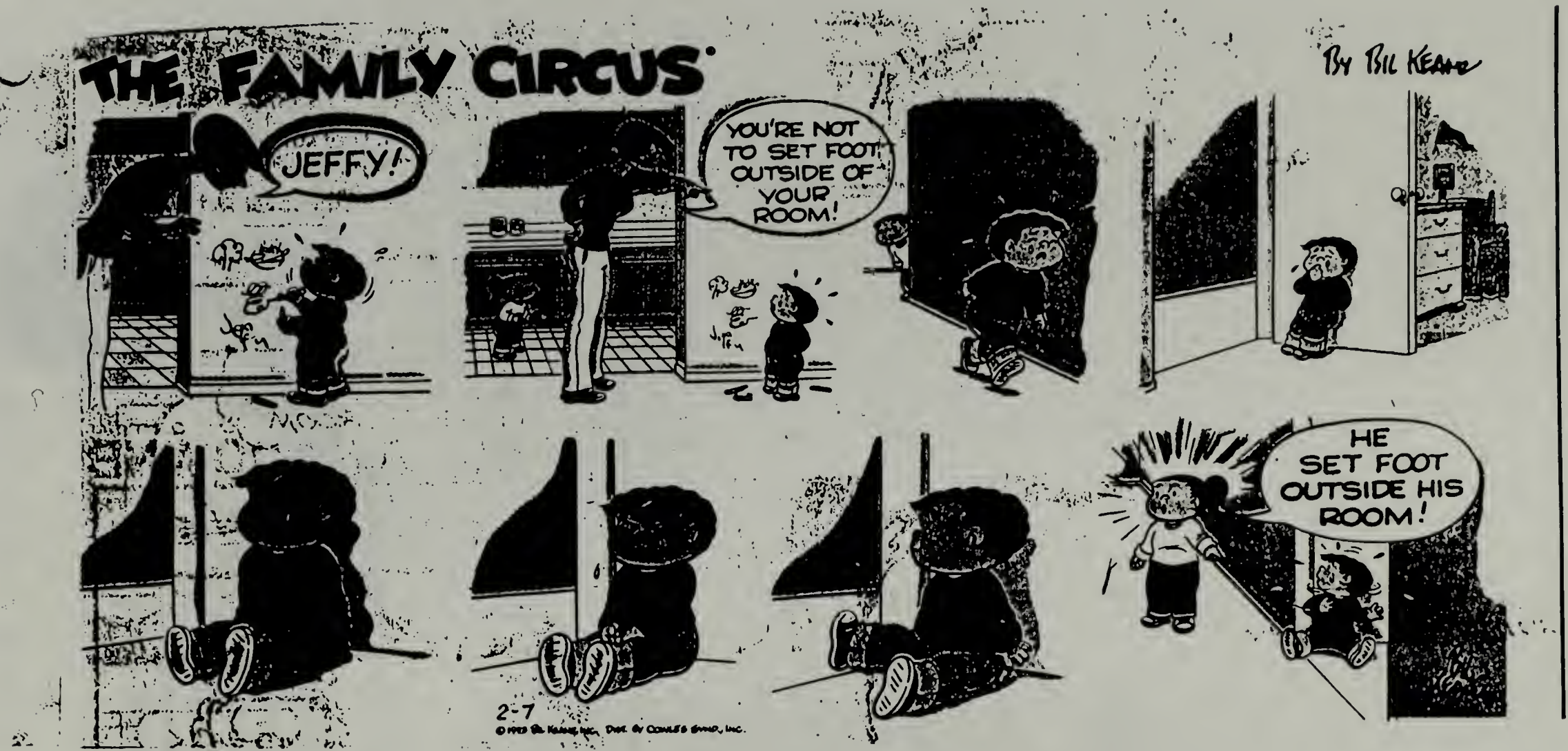
I hope it all goes well and THANKS.

Jan

Grade levels List

Can't read	Ext. 1 Comic Strip
Grade 1	Joanne's story
Grade 2	Quit to Learn
Grade 3	Employees get into Stretch/break Program
Grade 4	Please don't feed the Geese
Grade 5	Process Spec sheet
Grade 6	Self directed groups-what do employees.....
Grade 7	Coda Loans
Grade 8	The One Place Where You Must be Boss
* Grade 12	TI Job Posting

* There are no questions for Grade 12 which is well outside our levels. If anyone reads it ask him/her to tell you in his/her own words and then to write in own words (about 100 words) a para saying if he/she is fitted for this job. Person did write this outside if there's a space while you interview next candidate. (Extra paper at end of black binders)



Put a circle around the answer.

1. Is this a comic strip? Yes No

2. Is the boy's name Terry? Yes No

3. Is he happy? Yes No

4. Do you like comic strips? Yes No

Joanne's Story

My name is Joanne. I work in Building 2 and I like my job.
I did not like school but now I have three children.
Their names are Tomas, Maria and Cindy.
They all come home from school with their books.
I want to learn to read more so I can help them.
So I put my name down for reading classes.

Put a ring around T (for True) or F (for False)

EXAMPLE:

This is about Joan. T (F)

OK? Now you do it.

---

1. Joanne works in Building 20. T F

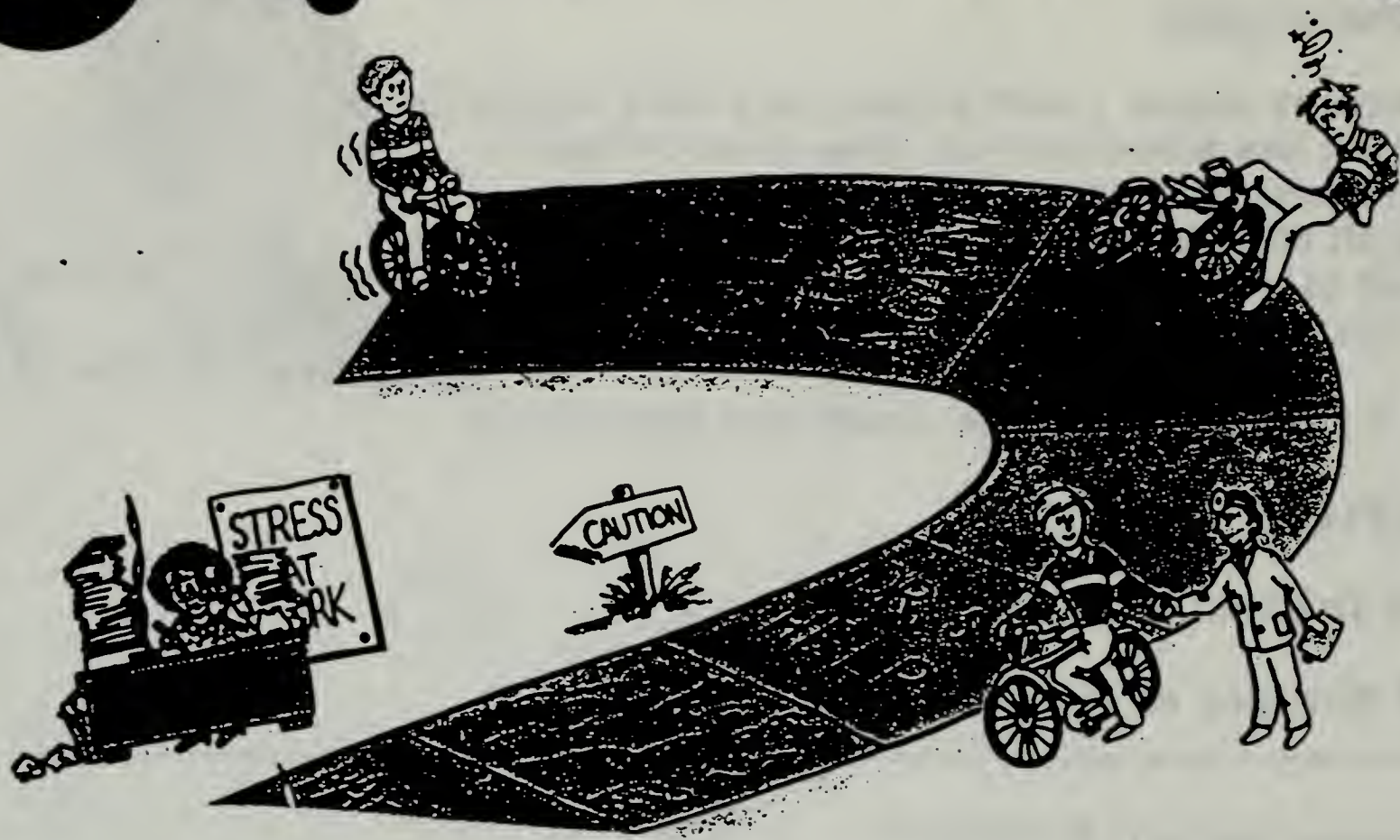
2. She likes her job. T F

3. She didn't go to school. T F

4. She has three sons. T F

5. She wants to help her children. T F

Quit to Win



1 Learning to quit smoking is like learning to ride a bike. The more you practice, the more likely you are to succeed. Falling off a bike doesn't mean you won't learn to ride. Going back to smoking doesn't mean you can't quit. You may feel a little wobbly at first. You may even fall off. Most ex-smokers tried to quit at least three times before succeeding. So get back on that bike!

Put a ring round T (for True) or F (for False) for the following questions.

Example

Quit to win tells us how to lose weight. T (F)

OK? Now you do it.

1. If you want to stop smoking, learn to ride a bike. T F

2. When you fall off your bike, you should give up. T F

3. The article tells you it's easy to stop smoking. T F

4. Many ex-smokers had to try to quit more than once. T F

5. *So get back on that bike!* probably means keep trying. T F

Now write a sentence about someone you know who tried to quit smoking. Start with his /her name.

_____

_____

_____

Employees Get Into Stretch-Break Program.

TI employees enjoy the stretch-break program.
Why? It makes a nice break and they feel good.
Employees take exercises for ten minutes twice a day.
At first people didn't want to exercise.
Now they say:
"My shoulders used to feel sore at the end of the day but now they don't."
' I love it. It makes you feel better.'
' It helps tension."
The exercise program is to encourage health and to increase fitness.

Now answer these questions:

1. How do people at TI feel about the Stretch-Break Program?

_____

2. How often do employees take exercises?

_____

3. Did employees want to start exercising?

_____

4. Do you belong to the program?

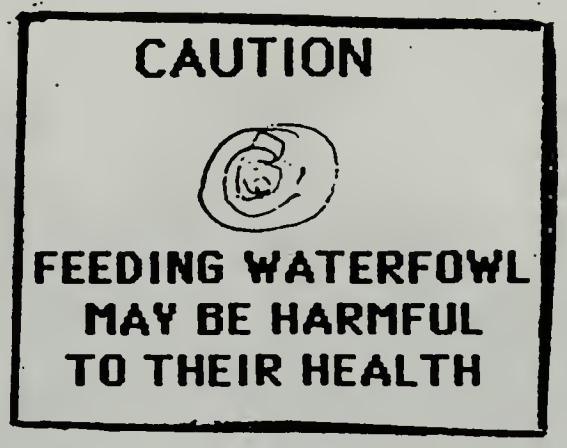
_____

5. What do you think of the idea?

_____

PLEASE!
DON'T FEED THE GEESE!

The duck pond in the grounds ofthe TI plant
in Attleboro has a sign.
It says:



Why is this?
First there is the chance that too many birds
will come to the pond if there is a food supply.
When the population of wild geese becomes higher
than it would normally be, there are problems.
The geese will foul the grass and water and
become a nuisance to TIers.
The birds too will have problems. As the water
fouls and uneaten food decays, the birds can get
botulism. Young geese who are fed low protein food
like bread and popcorn can grow with deformed wings.
If they cannot fly, the geese are defenceless against
predators like cats and dogs.
So please, don't feed the geese.

Please answer these questions:

1. Which waterfowl does the article name as a problem?

_____

_____

2. How can these birds be a nuisance ?

_____

_____

3. What can happen to young birds who eat a lot of popcorn?

_____

_____

4. Predator most probably means_____

_____

5. Do you agree with this article? Why or why not?_____

_____

_____

PROCESS SPECIFICATION SHEET

PROCESS: CIRCUIT BREAKER ASSEMBLY

PARTS NEEDED	PART #	QUANTITY
CIRCUIT BASE	23XP	1
METAL ARM	54SP	1
1 mm SCREW	23-T24	2

TOOLS AND/OR EQUIPMENT

1mm SCREWDRIVER

MAGNIFYING GLASS

QUALITY CHECKS (INSPECTION)

1. ALL CIRCUIT BREAKERS MUST HAVE SCREW HEADS FLAT AND EVEN ON SURFACE.
2. METAL ARM MUST FIT FIRMLY IN GROOVE.
3. CIRCUIT BREAKERS MUST BE FREE OF CRACKS OR OTHER VISABLE DEFECTS.

IF PIECE DOES NOT MEET QUALITY CHECKS

SCRAP

OPERATIONS

1. PLACE METAL ARM IN GROOVE OF CIRCUIT BASE SO THAT SCREW HOLES FACE UP AND MATCH SCREW HOLES IN BASE.
2. INSERT SCREWS INTO SCREW HOLES AND TIGHTEN WITH SCREWDRIVER
3. PLACE ASSEMBLED CIRCUIT BREAKER IN FINISHED TRAY

QUESTIONS

1.) WHAT MUST THE METAL ARM BE PLACED IN ON THE CIRCUIT BASE?

2.) WHAT SHOULD BE DONE WITH THE ASSEMBLED CIRCUIT BREAKER AFTER THE SCREWS ARE TIGHTENED WITH THE SCREWDRIVER?

3.) WHAT MUST BE DONE WITH A PIECE IF A CRACK IS VISABLE?

4.) WHAT IS THE NAME OF THIS PROCESS?

5.) WHAT TOOLS/EQUIPMENT ARE USED FOR THIS PROCESS?

Self-Managed Work Teams. What do Employees Think?

Self-Managed Work Teams are the talk of the workplace of the nineties.

These are a way of organizing work so employees work together to meet a customer's needs. Many think that these teams are one answer to the challenge of the world market place. But, do Attleboro employees who are on self-managed teams agree?

These employees agree on four main points.

*The process is not easy but it is a challenge.

*They are more involved in their work than they have been in the past.

*They need a great deal of management support and training.

*They would rather work this way than go back to the old work patterns.

Please answer these questions. Use full sentences if you like.

1. What is the buzz word for the work place of the nineties?

_____

2. How do self-managed teams in Attleboro feel about old traditional methods?

_____

Please write what you think about self management teams:

_____

_____

_____

CODA Loans

Answers to Frequently Asked Questions

Will I be charged a loan application fee?

Yes. A $25.00 loan application fee will be charged for each loan application sent to trust services. The fee will be deducted from the proceeds of your loan. If the loan application is withdrawn or not approved, the $ 25.00 will be collected in a one-time payroll deduction

How will I know if my loan has been approved?

You can check this on the PSLOAN system on IMS. Go to an IMS terminal and log onto IMS. Enter PSLOAN and choose Option 5. Option 5 is "Payment History". Enter your employee number, IMS password, and press ENTER. The screen will show all your profit sharing loans and their current status. A HOLD status means that the loan paperwork is in transit or incomplete. You will be told by Human Resources if your loan application needs more information. An APPROV ("APPROVED") status means your loan application is accepted.

If you need help, go to your loan administrator in your Human Resources office.

When will my check be ready?

Approximately two weeks are needed to process your loan after your loan application has been received by Trust Services. An incomplete or incorrect loan application could delay loan approval.

How will I get my check?

Your check will be mailed to your home address (the address on file with Human Resources) from Trust Services in Dallas on the Friday following approval of your loan.

Please answer these questions. Use complete sentences in your answer.

1. How much does it cost you to apply for a CODA loan? _____

_____

_____

2. If you don't get the loan will you still have to pay ? _____

_____

_____

3. What sign comes onto the IMS terminal screen which assures you that your loan will granted? _____

_____

4. What may happen if you don't fill out the application carefully? _____

_____

_____

5. How do you receive the money for the loan? _____

_____

_____

The One Place Where You Must Be The Boss

Transporting children is a serious business. The leading cause of death for children in this country is traffic crashes. So, the family car is an important place for exercising discipline. Keep these three points in mind: *face the child in the correct direction; secure the child in the safety seat; and properly secure the safety seat in position as recommended by your car's manufacturer.*

Infant seats face backward with baby in a semi-reclining position. Toddler and booster seats face forward. Always fasten the harness *snugly* and *completely*. Anchoring the child-safety seat properly is critical to the seat's performance in a crash, so make sure it fits in your car. Read your owner's manual and follow the safety-seat manufacturer's instructions carefully. If you're still unsure, get expert advice.

1. Why should you be very careful about putting a child in a safety seat?

_____

2. What should you read before you start putting a safety seat into your car?

_____

3. If you put a four year old in a safety seat which way should he face?

_____

4. Should a baby be seated upright?

_____

5. Where would you go for 'expert advice'?

_____

* JOS BEST QUALIFIED *

SUPERINTENDENT'S POSTING
ALL MANUFACTURING COST CENTERS

POSTING DATE: 10/22/92 REMOVAL DATE: 10/27/92

EFFECTIVE AS OF 10/28/92, THE FOLLOWING PERMANENT POSITION WILL BE AVAILABLE

JOB TITLE: PRODUCTION OPERATOR - SELF MANAGED WORK GROUP

GRADE/CODE: 4/5 3140

CC/SHIFT: 295 PSM 2 OPENINGS ON 2ND SHIFT

HOURS OF WORK: 15:30 - 24:00 (OVERTIME AS REQUIRED)

DUTIES TO BE PERFORMED: BE A MEMBER OF A SELF MANAGED WORK GROUP WHICH DETERMINES WHAT IS REQUIRED TO MEET PRODUCTION GOALS. FOR EXAMPLE, TEAM WILL DECIDE NUMBER OF PEOPLE NEEDED, OVERTIME REQUIREMENTS, AND SUPPORT REQUIRED FROM MAINTENANCE, ENGINEERING, AND QUALITY. EACH MEMBER WILL BE THE LEADER OF THE GROUP ON A ROTATING BASIS. THE LEADER WILL BE RESPONSIBLE FOR UPDATING THE STATUS ON THRUPUTS, YIELDS, ATTENDANCE, PERFORMANCE, ETC. THE LEADER WILL ALSO HANDLE ALL COORDINATION WITH ENGINEERING/PRODUCTION CONTROL/QUALITY/MAINTENANCE.

MUST OPERATE AND MAINTAIN ALL THE EQUIPMENT IN THE PRODUCTION LINE (EXCEPT AMI MACHINE), PERFORM STATISTICAL PROCESS CONTROL CHECKS AND PREVENTATIVE MAINTENANCE. MUST BE ABLE TO READ AND INTERPRET DRAWINGS AND MAKE DIAGNOSTIC EVALUATION OF MACHINE AND PRODUCT RELATED PROBLEMS.

QUALIFICATIONS REQUIRED: MUST BE A SELF MOTIVATED INDIVIDUAL WITH A POSITIVE ATTITUDE THAT CAN WORK IN A TEAM ENVIRONMENT. MUST BE ABLE TO EFFECTIVELY COMMUNICATE WITH THE GROUP. MUST BE ABLE TO READ AND FOLLOW PROCESS SPECIFICATIONS, USE VARIOUS MEASURING INSTRUMENTS, AND MAKE MATHEMATICAL COMPUTATIONS. MUST HAVE AN EXCELLENT ATTENDANCE AND PERFORMANCE HISTORY.

IF INTERESTED, CONTACT VICTOR JENKINS / DONNA PEREIRA AND YOUR NAME, COST CENTER, SHIFT, AND SERVICE DATE WILL BE PLACED ON THE DEPARTMENTAL BID LIST.

DECISION WILL BE MADE AFTER JOB HAS BEEN POSTED FOR THREE (3) DAYS.

A TIER MUST BE IN THE SUPERINTENDENT'S RESPONSIBILITY AND CURRENT JOB CLASSIFICATION FOR 6 MONTHS BEFORE BEING ELIGIBLE TO BID. TIME LIMITATIONS MAY BE WAIVED IF THE CHANGE WOULD SERVE THE MUTUAL GOALS OF THE TIER AND TI

ATTACHMENT V

University of Massachusetts, Dartmouth

&

Aerovox, Inc.

Technical Skills Training Program

Programa de Ensino

Name:_____

Department:_____

Number: _____

Shift: _____

Date: _____

Do not be worried by these questions. If you make mistakes it does not matter. Aerovox is planning to train all employees to understand new methods and Statistical Process Control. This quiz is just to help us decide if there are ways that we can help you to deal with any new methods.

Não se preocuparem com estas perguntas. Se fizerem erros não faz mal. O Aerovox está planeando em ensinar a todos as empregados a compreenderem o novo sistema e control de processo estatistico.Este questionário e para ajudar-vos a melhor compreenderem este sistema.

---

1. Read these examples:

Leiam os seguintes exemplos:

(a) Write 204 in Portuguese.

Escreva 204 em português.

Answer /Resposta = duzentos e quatro

(b) Write this number the American way.

Escreva o número a maneira American

5.609

Answer/ Resposta = 5,609

Now do this:

Agora responda às seguintes perguntas:

(a) Write 574 in Portuguese.

Escreva 574 em português.

Answer/ Resposta = _____

(b) Write this in the American way.

Escreva à maneira American.

6.202.402

Answer/ Resposta = _____

(c) Read this example.

Leiam o exemplo.

In America we do this:
Na America fazemos a divisão assim:

```
      2
5 ) 10
   -10
     0
```

In Portugal we do this:
Em Portugal fazemos a divisão assim:

```
10 | 5
 0   2
```

(c) Now do this which ever way you want

Faca estes problemas da maneira que preferir

7) 49

49 | 7

Remember these examples as you do the rest of the quiz. The questions will be written the AMERICAN way. A period is a decimal point. Use a scrap sheet to work out the answer any way you want. It doesn't matter which way you do it.

Lembrarem-se destes exemplos para quando fizerem o resto do questionário. O ponto (.) em português significa 'o decimo'. Use papel branco para resolver os problemas da maneira que queira. Não interessa que sistema use.

2 (a) 452
+165

2 (b) 4,801
+1,609

3 (a) .92
+.46

3 (b) 19.07
+ 12.5

4. (a) 382
-51

4 (b) 806
-454

5 (a) .54
-.08

5 (b) 72.6
- 1.02

6 (a) 28
x21

6 (b) 407
x 53

7 (a) .3
x .3

7 (b) 38.6
x 4.02

8 (a) $3\overline{)144}$

8 (b) $400\overline{)16{,}000}$

9 (a) $3\overline{)15.6}$

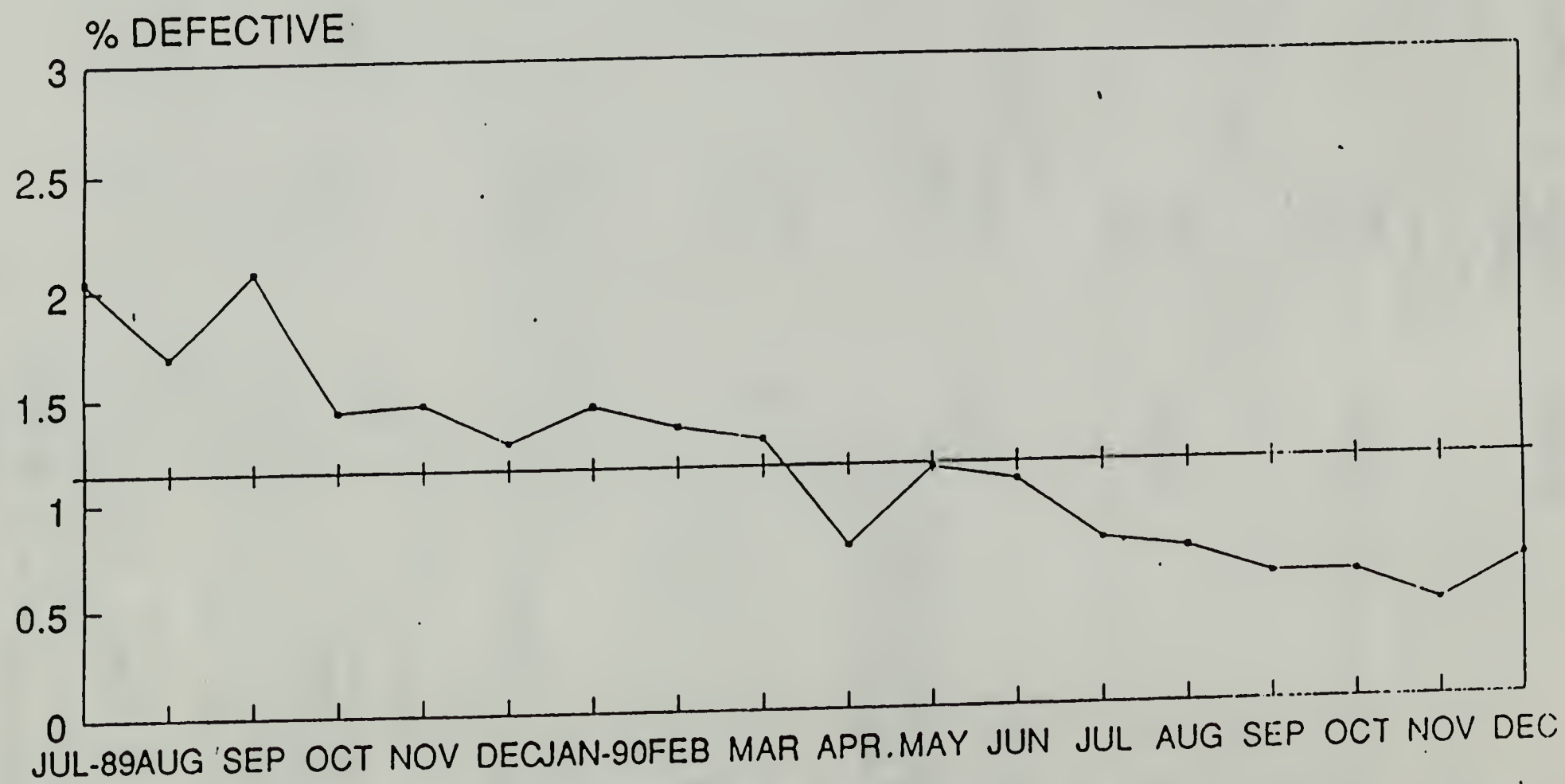
9 (b) $.04\overline{).116}$

10. Change these fractions to decimals
Mude para decimos as seguintes fracções.

(a) $\frac{3}{4}$ = ._____

(b) $\frac{7}{10}$ = ._____

MPP Capacitors/Assy
Percent Defective Units/Final Test



BY MONTH 1990

MONTHLY % — 1990 GOAL (1.14%)

11. This is a line graph that shows the monthly percent of defective units at Final Test of MPP Capacitors. This actual monthly percent is compared to a goal that has been set for each month.

Este gráfico é um gráfico linear que mostra a percentagem mensal das unidades rejeitadas no Final Test das capacidades do MPP. Esta percentagem é comparada com a quantia atingida para cada mês.

(a) What is the goal for the percent of defective units for 1990?

Qual é a percentagem atingida em 1990 para as unidades rejeitadas?

(i) .56 % (ii) 1.14 %
(iii) 2% (iv) .5 %

Approximately what is the percent of defective units for the month of January?

Aproximadamente qual é a percentagem das unidades rejeitadas para o mes de Janeiro?

(i) 1 % (ii) .5%
(iii) 1.5 % (iv) .8%

Aerovox INC.

New Bedford Division

Shift:

OPERATOR	DATE	OPERATION / #	PART NAME
		Solder Flow	Section/Tab

SAMPLE SIZE / FREQUENCY	MACH. NO.	CHARACTERISTIC	COMPONENT	CONTRO ITEM
Setup/1 pc. hourly		Tab Strength		

Tab #1 | Tab #2 | Tab #3

INDIVIDUAL (X) CHART

(9.2) UCLx — 9

8

(7.8) $\bar{X}$

7

LCLx (6.4) LSL (6.) — 6

5

4

3

2

1

Ø

MOVING RANGE (MR) CHART

3.5

3.0

(2.2) UCL MR — 2.5

2.0

1.5

$\overline{MR}$ (1.0) — 1.0

0.5

Ø

TIME

Ind. X

MR

Comment

ON SPEC

ANY PO OF THE LIMITS

A SEQU ALL AB BELOW LINE.

ANY OU NON-RA

INST

SUB-GROUP SIZE

2

3

4

5

6

7

8

9

10

THE F

12. If you don't know how to do this, leave it and go on to the next question.
Se nao souber responder a esta pergunta deixe-a e responda seguinte pergunta.

Directions: Below are sample testings taken at the Pull Test Gage after the tabs have been soldered onto the section. Record the sample readings on the SPC chart for Tab Solder and plot the points on the graph.

Direcção: em baixo estão leituras tiradas de amostras do "Pull Test Gage" depois dos "tabs" terem sido soldados a unidade. Ponha a leitura das amostras no SPC quadro para o " Tab solder" e ponha os pontos no gráfico.

TAB 1	TAB 2	TAB 3
7.2	7.4	7.6
7.0	6.9	6.8
7.4	7.2	7.2
8.0	7.8	7.6

13. What is the average of these five numbers?
Qual e media destes cinco numeros?

25, 40, 35, 20, 45 OR

25
40
35
20
45

ATTACHMENT VI

Maria came to the U.S. from Portugal when she was ten. She came with her mother and father and her three brothers and sisters. In Portugal the whole family worked in the fields. They wanted a better life in America.

When Maria went to school in the U.S. she did not get put into a class with kids her own age. Instead she was put in with the babies. She learned to speak English fast, but she had missed out on years of school. Her math, reading and writing never caught up with that of her friends. She started to feel it was no use trying any more.

So when she was 16, she left school and started work in a factory. At eighteen she met Nick. They got married and now they have two little girls. Nick and Maria want a lot for their kids. They both work hard, they have a large, sunny apartment , and their little girls are happy and loved.

But Maria and Nick want more. They like their apartment but it's not theirs. They want their kids to grow up right and Maria is not comfortable witht the day care. When she gets home, she makes supper and by the time she gets the kids to bed she is too tired to do anything except to collapse in a chair and watch a little TV. By ten o'clock she is in bed.

Maria loves her family but sometimes she feels that there must be more to llife than this. She decides that she will do something for herself and her family.

GOALS LIST

Name:_____ Date:_____

Here are some goals that other students in the program have come up with.

I. PERSONAL/FAMILY

Read these personal goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

_____ Read more about children and family issues (ex. Discipline, TV habits)

_____ Read to your children/grandchildren

_____ Read / write notes to/from school

_____ Take part in school related meetings and events(ex. meet with teachers)

_____ Help children with their homework

_____ Read labels / instructions(ex.on medicine)

_____ Read /discuss renting/buying a house/apartment/condo

_____ Read /discuss renting/buying a car/bike

_____ Read/discuss insurance (life, medical/house/fire etc)

_____ Use a phone book

_____ Read maps

_____ Read information related to health/discuss visits to dr./hospital

_____ Fill out forms(ex. change of address, taxes, medical)

_____ Read the newspaper(which sections?)

_____ Use a dictionary

_____ Improve handwriting

Any other suggestions? _____

_____

II WORK

Read these work goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

_____ Fill out a job application

_____ Use reading to find out about jobs or open a business

_____ Read or write work reports, logs, announcements

_____ Fill out order forms / lists

_____ Participate in work - related meeting; take notes

_____ Read and interpret quality control tools (ex. checksheets, graphs, charts)

_____ Read and understand company statements in newspapers, reports etc

_____ Read and interpret basic health , stress avoidance and safety procedures on the job

_____ Read and interpret basic instructions and labels in operating equipment /using supplies

_____ Read and interpret information from written materials (ex .contracts personnel policies, MPIs)

Any other suggestions? _____

_____

III COMMUNITY /COUNTRY/WORLD AFFAIRS

Read these Community goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

_____ Register to vote

_____ Apply for citizenship

_____ Read leases/contracts

_____ Apply for a library card

_____ Take a driver's test

_____ Participate in community meetings/ clubs/religious meetings

_____ Join a group to work on a problem

_____ Learn more about drug problems and treatment

_____ Learn more about unemployment

_____ Learn about resources in the community

_____ Learn about classes and clubs in the community

_____ Learn about the system of government in the U.S /local and national

_____ Learn about the geography of the U.S.

_____ Learn more about international affairs

Any other suggestions? _____

_____

IV MATHEMATICS

In this section put an X in the column that tells how you feel about each skill.

	Already know how	Want to know right away	Want to know some-time	Don't care about this
Find amount of savings with sales prices				
Find unit prices to get the best buy				
Figure total cost of buying on an installment plan				
Find interest on saved or borrowed money				
Make a budget				
Set saving goals				
Balance a checkbook				
Understand property tax				
Read a ruler				
Measure fabric				
Figure amount of materials to buy for home improvement				
Increase or decrease a recipe				
Save energy				
Find car mileage				
Use a map				
Find weekly pay				
Find net pay after deductions				
Read a pay check stub				
Find gross pay including overtime				
Total hours on a time card				
Use nutritional information given on labels				
Find total calories				
Compute cost of generic and brandname medicines				
Prepare an income tax return				

	Already know how	Want to know right away	Want to know some-time	Don't care about this
Perform computations of addition, subtraction, multipication and division, including multiple operations, using whole numbers				
Perform computations of addition, subtraction, multipication and division using common or mixed fractions				
Perform computations of addition, subtraction, multipication and division, including multiple operations using decimal fractions and/or percentages eg counting money, calculating sales tax, figuring discounts				
Compute averages using whole numbers, fractions, decimals or percentages				
Determine approximations by estimating, rounding off numbers, and judging the correctness of the response				
Interpret ratio and proportion, eg preparing mixtures, figuring pay rate				
Interpret data from graphs eg line, bar, picture and circle graphs				
Read and Interpret basic measuremnt and numerical readings on measurement instruments eg ruler ,scale micrometer, gauge, scope, including identifying fractions in progressive sizes				

THE Attleboro Workplace Education Center

Brainin, General Metal Finishing, Jostens, Robbins, SternLeach
&
Bristol Community College

Name:_____

Company: _____

Number:_____ **Shift:**_____

Years with this company?
Please circle

0-5

6-10

11-15

16 +

_____

Photo

Pres/prog	Name	Dates	Instructor	Recommendation
1st Class				
2nd Class				
3rd Class				
4th Class				

Date: _____ Interviewer: _____

1. Name: _____ _____ _____
(Last) (First) (middle initial)

2. Address: _____ _____ _____ _____
(#) (Street) (City) (zip)

3. Telephone Number: (___ ___ ___) ___ ___ ___ ___ ___ ___
(area code)

4. Date of birth: ___ ___ ___ 5. Country of Origin: _____
(month, day, year)

6. Social Security Number: ___ ___ ___ ___ ___ ___ ___ ___ ___

7. Gender: M / F 8. Marital Status: M / S/ D/ W
(married, single, divorced, widowed)

9. Are you a Single Head of Household? YES NO

10. Do you describe yourself as:
(Please check)
___White ___Black ___Hispanic
___Asian /Pacific Islander ___American Indian/Alaskan

11. Native language:
___ English ___ Portuguese
___Spanish Other: _____

12. Other languages spoken:
_____

13. Language(s) used (at home:) _____(at work:) _____

14. Year of Arrival in US: _____

15. Occupation (in country of origin:)_____(in US) _____

16. Education in country of origin: (from age_____to _____)
Last Class completed _____

17. Education in US: What _____
When_____ How long_____

18.Why do you want to join the Education Program?_____

_____

ATTACHMENT VII

BRISTOL COMMUNITY COLLEGE AND RAND MCNALLY
English as a a Second Language (Multi-level class)

Dates:

Beginning: 11/9/92

Ending: 3/22/98

Instructor: Carmen Botelho

Name: [redacted]

Number: [redacted] **Shift:** 2

Dept: Bindery

Job: Repair

Comments: Pre Test
Understands
NAA = Not at all
LBC = Little but confused
Fully *See below*
Comments:Post Test
Imp = Improved
G.I. = Greatly Improved
Fully = Fully Understands ie ***Brings the same capabilities/skills as average native born American though with some hesitations with language.***

	Beginning	End
Poss. Score:	50	50
No. Correct	20	39

A COMMUNICATION & READING	NAA	LBC	Fully	Imp.	G.I	Fully
1. Personal Information *introductions/address/age etc*		✓			✓	
2. Health Issues *describe physical symptoms* *visiting doctors* *apointment/policies* **identify types of doctors/specializations* *able to follow/comprehend labels on med.*		✓			✓	
3.Insurances *car/house/apartment/health/life*		✓			✓	
4.Consumer Information *buying/selling cash/credit* NA						
5. Occupational skills *common occupations/necessary skills/ reading job openings posted*		✓			✓	
6. Employment /Workplace *ask for directions/clarification* *explain - notify absence/* *understand work schedules/*		✓			✓	

* asterisked sections refer to intermediate group only

[redacted]

A COMMUNICATION & READING(contd)	NAA	LBC	Fully	Imp.	G.I	Fully
7. Pay and Benefits/ *understanding pay stubs/deductions W2 forms /benefits/taxes/*		✓			✓	
8.Safety at Work *safety rules/manual/reporting accidents*		✓			✓	
9. Vocab Build Up/ *workplace/survival/*		✓			✓	

B. READING & WRITING	NAA	LBC	Fully	Imp.	G.I	Fully
10. Can write answers in reference to topics mentioned in Section I		✓			✓	
11. Can fill out forms(*work personal,*)		✓			✓	
12. Can answer comprehension questions about reading matter		✓			✓	
*13. Can locate facts and information in a simple article/passage		✓			✓	
*14. Can locate the main idea in a simple paragraph		✓			✓	
15. Can write a complete sentence (subject verb object)		✓			✓	
16. Can write short messages/notes letters for job and personal matters N/A						
*17. Can write a coherent passage using simple grammatical sentences		✓			✓	

* asterisked sections refer to intermediate group only

C. GRAMMAR	NAA	LBC	Fully	Imp.	G.I	Fully
18. Recognizes/uses pronouns- subjective,objective,possesssive		✓			✓	
19. Can recognize nouns -singular,plural.		✓			✓	
20. Recognizes/uses adjectives		✓		✓		
21. Recognizes/uses adverbs		✓		✓		
22. Recognizes/uses prepositional phrases		✓		✓		
23. Recognizes/uses noun/verb agreement		✓			✓	
24. Recognizes and uses verb 'to be' present and past		✓		✓		
25. Recognizes /uses irregular verbs present and past		✓		✓		
26. Recognizes/uses/understands verb tense - simple present - continuous present - simple past -past continuous *-perfect *-future		✓		✓		
27. Recognizes/uses/understands contractions		✓		✓		
28. Recognizes/uses homonyms/ synonyms/antonyms N/A						
29. Uses punctuation		✓		✓		
30. Uses capitalization		✓			✓	

* asterisked sections refer to intermediate group only

D. SUGGESTIONS FOR ON-GOING LEARNING/OTHER COMMENTS/IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT V111

BRISTOL COMMUNITY COLLEGE AND JOHNSON AND JOHNSON

English as a a Second Language

Dates:

Beginning:_____ **NUMBER IN CLASS:** _____

Ending: _____ **DEPARTMENTS:**_____

Instructor:CARMEN BOTELHO

Comments: Pre Test
Understands
NAA = Not at all
LBC = Little but confused
Fully *See below*
Comments:Post Test
Imp = Improved
G.I. = Greatly Improved
Fully = Fully Understands ie ***Brings the same capabilities/skills as average native born American though with some hesitations with language.***

Beginning
Poss. Score: ___
Average total ___

End
Poss. Score: ___
Av. total_____

A.COMMUNICATION & READING	NAA	LBC	Fully	Imp.	GI	Fully
1. Personal Information *introductions/address/age etc*						
2. Health Issues *visiting doctor /appointments/policies*						
3.Housing Issues *renting/buying/selling/ contracts/leases etc responsibilities-landlord-tenant*						
4.Consumer Information *buying/selling/warranties/car /house appliances/return policies*						
5. Occupational skills *common occupations/necessary skills/qualifications/*						
6. Pay and Benefits/ *understanding pay stubs/ asking for clarification/questioning benefits/taxes/*						
7. Reading/understanding job openings posted/*necessary skills/ qualifications*						
8.Understanding company procedures */issues/participating in meetings*						
9. Giving and understanding directions						

	NAA	IBC	Fully	Imp.	GI	Fully
10. Safety /work related /*safety manuel*						
11.Community Issues/ *school meetings*						
12. Government/Federal-Local/ *Understanding the system*						
13.Citizenship/ *elections/what's involved in citizenship*						
14. Vocabulary Buildup -*Workplace vocab* -*survivalvocab*						

B.READING & WRITING	NAA	IBC	Fully	Imp.	GI	Fully
15. Writing answers in reference to topics mentioned in Section A						
16 Filling out forms *work/personal/community*						
17. Writing Messages *notes/letters/job and personal*						
18. Writing complete sentences /*practicing complete grammmar usage*						

C.GRAMMAR	NAA	IBC	Fully	Imp.	GI	Fully
19. Recognizes/uses pronouns- subjective,objective,possessive						
20. Can recognize nouns -singular,plural.						
21. Understands/practices noun/verb agreement						
22. Recognizes/uses adjectives						
23. Recognizes/uses adverbs						
24. Recognizes/uses prepositional phrases						
25. Recognizes and uses verb 'to be' present and past						
26. Recognizes /uses irregular verbs present and past						

27.Recognizes /uses irr. verbs as past participles.						
28. Recognizes/uses/understands verb tense - simple present - continuous present - simple past -past continuous						
29. Recognizes/uses/understands contractions						
30. Recognizes/uses some idioms						
31. Recognizes uses some hononyms						

D. SUGGESTIONS FOR ON-GOING LEARNING/OTHER COMMENTS/IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT IX

BRISTOL COMMUNITY COLLEGE & COMPANY

English as a Second Language Program

199_

Education Program Participants Self Report Checklist

CLASS: _____

TIMES: _____

CYCLE BEGINNING: _____

CYCLE ENDING: _____

THIS SURVEY IS ANONYMOUS.
DO NOT WRITE YOUR NAME ANYWHERE.
THINK ABOUT EACH QUESTION AND ANSWER WHAT YOU TRULY THINK.

Do you think that being part of the workplace education program has changed the following for you?

Please circle
stayed the same OR *improved* OR *improved a lot*

I. Foundation—knowing how to learn

I like to learn.

stayed the same *improved* *improved a lot*

I'm not afraid to ask questions about something I don't know.

stayed the same *improved* *improved a lot*

I know where to go for information to answer my questions (to a library, to a person).

stayed the same *improved* *improved a lot*

II. Competence—reading, writing and computation (per class). See attachment.
III. Communication—listening and oral communication.

I understand directions.

stayed the same *improved* *improved a lot*

I listen to my co-workers' questions.

stayed the same *improved* *improved a lot*

I listen to my family members—wife/husband/children/other family/friends.

stayed the same *improved* *improved a lot*

I ask questions clearly.

stayed the same *improved* *improved a lot*

I give explanations.

stayed the same *improved* *improved a lot*

IV. Adaptability

I don't wait for someone else to tell me what to do—I figure it out for myself.

stayed the same *improved* *improved a lot*

I think about new/better ways to do things at work.

stayed the same *improved* *improved a lot*

V. Personal Management

I value my opinions and my contributions.

stayed the same *improved* *improved a lot*

I offer my opinions to others.

stayed the same *improved* *improved a lot*

I plan ahead in my personal life.

stayed the same *improved* *improved a lot*
(If you wish, please say what your plans are:

_____

I plan ahead at work.

stayed the same *improved* *improved a lot*

(If you wish, please say what your plans are:

_____

I am comfortable working alone.

stayed the same *improved* *improved a lot*

I am a more active member of my community (e.g.. Church, school groups, community groups, other). Please name group/s:_____

stayed the same *improved* *improved a lot*

VI. Group Effectiveness

I work well with my co-workers.

stayed the same *improved* *improved a lot*

I like to work in a team.

stayed the same *improved* *improved a lot*

I am willing to talk about my needs with my department head or group leader.

stayed the same *improved* *improved a lot*

I try to help others' efforts to increase their skills.

stayed the same *improved* *improved a lot*

I try to help others' learning efforts at home.(e.g.: husband/wife, children, other family, friends). Please name who you help: _____

stayed the same *improved* *improved a lot*

VII. Influence—organizational effectiveness and leadership

I understand the long term goals of my company, and the part that education plays in making these goals a reality.

stayed the same *improved* *improved a lot*

I understand that it is possible for me to advance in the company as I increase my skills.

stayed the same *improved* *improved a lot*

VIII. Other job-specific tasks or skills

I can describe my job.

stayed the same *improved* *improved a lot*

I can relate my job to the overall production.

stayed the same *improved* *improved a lot*

I inspect parts of my equipment.

stayed the same *improved* *improved a lot*

I practice maintenance of my equipment.

stayed the same *improved* *improved a lot*

I practice cleanliness of my equipment/surroundings.

stayed the same *improved* *improved a lot*

I take safety precautions.

stayed the same *improved* *improved a lot*

I understand need for Total Quality Management.

stayed the same *improved* *improved a lot*

CLASS EVALUATION

I thought that the lesson was useful to me.

never *sometimes* *often* *usually* *always*

I understood most of the lesson.

never *sometimes* *often* *usually* *always*

When I didn't understand the instructor(s) and/or my classmates helped me.

never *sometimes* *often* *usually* *always*

I could ask and answer questions or give ideas without feeling worried or embarrassed.

never *sometimes* *often* *usually* *always*

I enjoyed the lessons.

never *sometimes* *often* *usually* *always*

I got a chance to talk enough—I was asked questions.

never *sometimes* *often* *usually* *always*

I could bring real life problems to the class and talk about them and work on solutions.

never *sometimes* *often* *usually* *always*

I thought that the instructor understood his/her subject.

never *sometimes* *often* *usually* *always*

The instructor was interested in my homework and gave me helpful suggestions on it.

never *sometimes* *often* *usually* *always*

Are you interested in continuing this class?

Yes *No*

If your answer was ***Yes***, please say why you would like to continue.

_____

_____

_____

If your answer was ***No***, please say why you don't want to continue.

_____

_____

_____

I liked these parts of my class:

I wish we had done more:

ATTACHMENT X

Name: _____ Position: Department Head/ Supervisor

Company: _____

Department: _____

Date: _____

1. I currently have _____ employees enrolled in the Workplace Education Program

2. To date I have had _____ workers enrolled

3. I do/do not actively encourage workers to enroll in the program

4. I do/do not understand the workplace literacy program in place now

5. I do/do not keep track of the errors made and who made them when I check my daily production reports

6. When employees go to class I find that it interrupts my production

never seldom sometimes often

7. I do/do not believe that I should identify areas needing improvement of specific enrolled employees with the coordinator of the program

8. Please circle which alternative you believe that participation in the education program has proved for workers under your supervision

*Workers are not afraid to ask questions about things they don't understand

stayed the same *improved* *improved a lot*

*Workers understand directions

stayed the same *improved* *improved a lot*

*Workers figure out ways do things themselves

stayed the same *improved* *improved a lot*

*Workers discover and apply new/better ways to do things at work

stayed the same *improved* *improved a lot*

*Workers work well with co-workers

stayed the same *improved* *improved a lot*

*Workers are developing sense of team work and team identity

stayed the same *improved* *improved a lot*

*Workers can describe their jobs

stayed the same *improved* *improved a lot*

*Workers can relate their jobs to overall production

stayed the same *improved* *improved a lot*

*Workers inspect parts of their equipment

stayed the same *improved* *improved a lot*

*Workers practice maintenance of their equipment

stayed the same *improved* *improved a lot*

*Workers practice cleanliness of their equipment/surroundings

stayed the same *improved* *improved a lot*

*Workers take safety precautions

stayed the same *improved* *improved a lot*

*Workers understand need for Quality Control

stayed the same *improved* *improved a lot*

*Workers can read graphs around the plant

stayed the same *improved* *improved a lot*

*Workers can understand SPC procedures in the plant

stayed the same *improved* *improved a lot*

*Workers have gained confidence

stayed the same *improved* *improved a lot*

9. I think the program could be better if it addressed these needs:

_____

_____

_____

ATTACHMENT XI

BIBLIOGRAPHY

1. **ESL at Work: A Tool Kit for Teachers**, Barndt, Deborah, New Readers Press, Center for Workforce Education, Laubach International Publishing Division, BOX 131, Syracuse, New York, NY 13210-0131

2. **Workplace Dynamics, Basic Skills for Quality**, McVey Associates, New Readers Press, Center for Workforce Education, Laubach International Publishing Division, BOX 131, Syracuse, New York, NY 13210-0131

3. **Education in the Workplace: An Employer's Guide to Planning Adult Basic Skills Programs in Small Business and Industry in Massachusetts**, Laura, Sperazi, Commonwealth literacy Campaign, 1991. Order from: Kathy Day, Director of Special Programs (JTPA) Department of Employment and Training, 19 Staniford Street, Boston, MA 02114. Phone: (617 727-6480

4. **Teaching English in the Workplace**, Belfiore, Mary Ellen, Barnaby, Barabara, Toronto: OISE Press, 1984. Order from: Dominie Press Limited, 345 Nugget Avenue, Agincourt, Ontario MIS 4J4.

5. **Curriculum Development Resources for Nursing Homes: Teaching and Learning English as a Second language**, Lloyd David, Katherine Archer, Johan Uvin, CEI/CACA, 1991. Order from: Continuing Education Institute, 35 Highland Circle, Needham, MA

6. Massachusetts Coalition for Adult Education: **Workplace Education Directory.** Order from: David Rosen, 7 Newsome Park, Boston, MA 02130. Phone: (617) 522-6481

7. **Workplace Education: Voices from the Field**, Evaluation Research, U.S.DOE, 1992. Order from: U.S. Department of Education, Division of Adult Education and Literacy, Office of Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-7240. Phone: (202) 205-9872

8. <u>Workplace Basics</u>
Anthony Carnevale, Leila Gainer, and Ann Meltzer
Part of the ASTD Best Practices Series: Training for a Changing Work Force
Jossey-Bass Publishers
San Francisco 1990

9. <u>Adult Literacy: Issues for Policy and Practice</u>
Hal Beder
Krieger Publishing Company
Malabar, Florida 1991

10. The Adult Learner: a Neglected Species
Malcom Knowles
Gulf Publishing Company, Book Division
Houston 1984

11. Many Literacies: Modules for Training Adult Beginning Readers and Tutors by Marilyn Gillespie

RESOURCES

For Business:

Frederick Ritzau, Vice President for Human Resources, United Electric Controls Company, 180 Dexter Ave, Watertown, MA 02172. Phone: (617) 926-1000.

Robert Fowler, President, Hampden Paper Company, 100 Water St., P.O. Box 149, Holyoke, MA 01041. Phone: (413) 536-1000.

Joseph DiRoberto, Assistant Vice President/Facility Manager. TJMAXX Distribution Center. 135 Goddard Dr., Worcester, MA 1603. Phone: (508) 797-8600.

For Organized Labor:

Charles Colby, President, New England Joint Board, Mechanical and Allied Production Workers Union, Local 444, Pneumatic Scale Company, 65 Newport Ave., Street, Quincy, MA 02171. Phone: (617) 328-6100, Ext. 369.

Warren Peppicelli, Manager, Boston Joint Board, International Garment Workers Union, AFL-CIO. 33 Harrison Ave., Boston, MA 02111. Phone: (617) 426-9350.

For Education

Johan Uvin, Director, ILGWU Workplace Education Project, Chinese American Civic Association, 90 Tyler St., Boston, MA 02111. Phone: (617) 426-8673.

Kathy Rentsch, Workplace Education Coordinator, Center for Lifelong Learning, Quinsigamond Community College, 670 West Boylston St., Worcester, MA 01606. Phone: (508) 853-2300.

Merle Coughlin and Jane Brown, Adult Learning Center, Bristol Community College, 64 Durfee Street, Fall River, MA 02720. (508) 578-2811 ext. 2274 or 2368.

Resources: Offices and People to Contact

The State partners in the Massachusetts Workplace Education Initiative

Robert Bickerton, Director, Bureau of Adult Education, 1385 Hancock St., Quincy, MA. 02169. Phone: (617) 770-7500.

Robert Bozarjian, Coordinator, Federal Workplace Education Programs, Bureau of Adult Education, 1385 Hancock St., Quincy, MA 02169. Phone: (617) 770-7473.

Kathy Caroll Day, Special Program Administrator, Department of Employment Training, 19 Staniford St., 2 Fl., Boston, MA 02144. Phone: (617) 727-6480.

Judy Hikes, Basic Education Specialist, Industrial Services Program, 1 Ashburton Place, Rm. 1413. Boston, MA 02108. Phone: (617) 727-8158.

Allyne Pescevitch, the Coordinator of the Commonwealth Literacy Campaign, can be reached at 1385 Hancock St., Quincy, MA 02169. Phone: (617) 770-7376.

Resources, including reports on workplace education and sample curricula, will be available through the Central Resource Center for the System of Adult Basic Education Support (SABES), the statewide training and assistance agency supported through the Massachusetts Department of Education. **Sally Waldron**, the Director of SABES, can be reached at World Education, Inc., 210 Lincoln St., Boston, MA 02111 Phone: (617) 482-9485.

The **Adult Literacy Resource Institute** provides free staff development, technical assistance, and library services primarily to Greater Boston Adult Basic Education Programs. It is also the Regional Support Center for Greater Boston for SABES (see above). The Adult literacy Resource Institute has a workplace education library and a workplace education teacher sharing group. The address is 989 commonwealth Ave., Boston, MA 02215. Phone: (617) 782-8956.

The **Massachusetts Workplace Education Directory** is a directory of workplace education programs throughout the State. It was published in May 1991 by the Massachusetts Coalition for Adult Education, and edited by David Rosen. For more information, you can reach David Rosen at Newsome Associates, 7 Newsome Park, Boston, MA 02130. Phone: (617) 522-6481.

The **Adult Literacy Subcommittee** of the Greater Boston Chamber of commerce has become very active in workplace education. It sponsors workshops and seminars on workplace education throughout the year. **Mary Ann Hardenbergh** is the Chairperson of Adult Literacy Subcommittee. She can be reached at the Mt. Auburn Hospital, 300 Mt. Auburn St., Cambridge, MA 02238. Phone: (617) 499-5088.

For more information about the Greater Boston Chamber of Commerce, call or write **Karen O'Connor** at the Education Department, Greater Boston Chamber of Commerce.

ATTACHMENT I

BRISTOL COMMUNITY COLLEGE ENGLISH SKILLS TRAINING NEEDS ASSESSMENT

Name: _____ Title: _____

Department: _____ Company: _____

Date: _____

Please identify the English language skills needed on the job.
Re-number these in order of importance for your particular department.

EXAMPLE

1	(7)	Warn others about emergency on floor.		Add more specifics if you wish

_____	(1)	Listen to /understand basic directions & ask questions when didn't understand.	(1)	_____
_____	(2)	Understand Right to Know & chemical safety.	(2)	_____
_____	(3)	Problem solve.	(3)	_____
_____	(4)	Understand and complete production sheet.	(4)	_____
_____	(5)	Understand written instructions i.e. Traveler when read aloud.	(5)	_____
_____	(6)	Read and comprehend written instructions i.e. Traveler on his/her own.	(6)	_____
_____	(7)	Warn others about emergency on floor.	(7)	_____
_____	(8)	Be an effective team member & understand need for TQM.	(8)	_____
_____	(9)	Communicate desire for absence from work for personal or family reasons (i.e. sick leave).	(9)	_____
_____	(10)	Read and interpret quantitative data (charts, graphs, diagrams).	(10)	_____

ADD others if necessary. _____

_____

What math skill (if any) is most important in your department? (Use of ruler? Subtraction of decimals?)

_____

LANGUAGE FOR THE FLOOR:	LANGUAGE RELATED TO THE JOB:	LANGUAGE RELATED TO THE WORKPLACE:
Lift these boxes.	Can you show me how to _____?	Can you explain this deduction?
Switch off that machine.	Have you completed your report?	Where's the training class?

LANGUAGE FOR THE FLOOR:

_____

_____

_____

_____

_____

_____

LANGUAGE RELATED TO THE JOB:

_____

_____

_____

_____

_____

_____

LANGUAGE RELATED TO THE WORKPLACE:

_____

_____

_____

_____

_____

_____

_____

BCC ENGLISH SKILLS TRAINING NEEDS ASSESSMENT

READING AND WRITING

Name: _____ Department: _____

Floor: _____ Company: _____

Please identify the reading/writing skills needed on the job. Circle 1 (low) to 5 (high) to rate the importance of these skills in your particular department:

			Not Important				Very Important
(1)	Read/interpret notices around the plant.	(1)	1	2	3	4	5
(2)	Read/interpret manufacturing process instructions.	(2)	1	2	3	4	5
(3)	Read/interpret basic health, stress avoidance, safety procedures on job.	(3)	1	2	3	4	5
(4	Read/understand company statements.	(4)	1	2	3	4	5
(5)	Read/interpret quality control tools – i.e. checksheets, graphs, charts.	(5)	1	2	3	4	5
(6)	Fill out order forms /lists /time sheets.	(6)	1	2	3	4	5
(7)	Participate in work related meetings/ take notes.	(7)	1	2	3	4	5
(8)	Complete reports/logs.	(8)	1	2	3	4	5
(9)	Complete application forms – promotion/leave.	(9)	1	2	3	4	5
(10)	Complete/interpret insurance claim forms.	(10)	1	2	3	4	5

List below other reading/writing needs of your workers:

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

BCC & (Company Name)

PARTICIPANTS LIST

NAME _____ DEPT _____ FLOOR _____

List below the workers in your department who might benefit from training classes. Indicate level — Beginner, Intermediate, or Advanced. Add comments, such as "Long range goal is HS diploma."

Beginner: May know some words or phrases in English.
Does not understand explanations in English.
Cannot ask for assistance in English.
Supervisors must give instructions/explanations in Portuguese/Korean/Spanish, etc.

Intermediate: Appears to understand instructions in English.
Unsure about asking questions in English.
May be able to follow some basic parts of Traveler.

Advanced: Able to read Traveler and ask questions.
Makes some errors but communicates in English.
Not afraid to ask questions in English.
Does not know many technical terms in English.

Name of Worker:	Circle Language Level:			Comments:
_____	Beg	Int	Adv	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____
_____	B	I	A	_____

Name of Worker:	Circle Language Level:			Comments:
	Beg	Int	Adv	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	
	B	I	A	

BCC & (Company Name)
MATH ASSESSMENT

NAME: _____ **DEPARTMENT:** _____

Circle your answer

I. Do the workers in your department need to understand whole numbers? **YES** **NO**

If your answer is **YES**,
please check the procedures that they need to learn to understand how to use whole numbers in your department.

Check here:

___ 1. Reading, writing, and counting single- and multiple-digit whole numbers.
___ 2. Adding and subtracting single- and multiple-digit whole numbers.
___ 3. Multiplying and dividing single- and multiple-digit whole numbers.
___ 4. Using addition, subtraction, multiplication, and division to solve. problems with single- and multiple- digit whole numbers.
___ 5. Rounding off single- and multiple-digit whole numbers.

II. Do the workers in your department need to understand how to use fractions? **YES** **NO**

If the answer is **YES**,
please check the procedures that they need to learn to understand how to use fractions in your department.

___ 1. Reading and writing common fractions.
___ 2. Adding and subtracting common fractions.
___ 3. Multiplying and dividing common fractions.
___ 4. Solving problems with common fractions.

III. Do the workers in your department need to understand how to use decimals? **YES** **NO**

If the answer is **YES**,
please check the procedures that they need to learn to understand how to use decimals in your department.

___ 1. Carrying out arithmetic computations using dollars and cents.
___ 2. Reading and writing decimals in one or more places.
___ 3. Rounding off decimals in one or more places.
___ 4. Multiplying and dividing decimals in one or more places.
___ 5. Adding and subtracting decimals in one or more places.
___ 6. Solving problems with decimals in one or more places.

2. **NAME:** _____ **DEPT:** _____

IV. Do the workers in your department need to understand how to use percent? **YES** **NO**

If the answer is **YES** ,
please check the procedures that they need to learn to understand how to use percent in your department.

___ 1. Reading and writing percentages.
___ 2. Computing percentages.

V. Do the workers in your department need to understand how to use mixed operations? **YES** **NO**

If the answer is **YES**,
please check the procedures that they need to learn to understand how to use mixed operations in your department.

___ 1. Converting fractions to decimals, percentages to fractions, fractions to percents, percentages to decimals, decimals to percentages, common fractions and mixed numbers to decimal fractions, and decimal fractions to common fractions and mixed numbers.
___ 2. Solving problems by selecting and using correct order of operations.
___ 3. Performing written calculations quickly.
___ 4. Computing averages.

VI. Do the workers in your department need to understand how to use measurements and calculations? **YES** **NO**

If the answer is **YES**,
please check the procedures that they need to learn to understand how to use measurements and calculations in your department.

___ 1. Reading numbers or symbols from time, weight, distance, and volume measuring scales.
___ 2. Using a measuring device to determine an object's weight, distance, or volume in standard (English) units.
___ 3. Using a measuring device to determine an object's weight, distance or volume in metric units.
___ 4. Performing basic metric conversions involving weight, distance, or volume.
___ 5. Solving problems involving time, weight, distance, and volume.
___ 6. Using a calculator to perform basic arithmetic operations to solve problems.

3. **NAME:** _____ **DEPT:** _____

VII. Do workers in your department need to understand how to use estimation? **YES** **NO**

If your answer is **YES** ,
please check this procedure if your workers need to understand it.

___ 1. Determining whether a solution to the problem is reasonable.

THANK YOU VERY MUCH. IF YOU HAVE ANY MORE SUGGESTIONS FOR NEEDS FOR MATHEMATICS IN THE WORKPLACE, PLEASE WRITE THEM ON THIS SHEET.